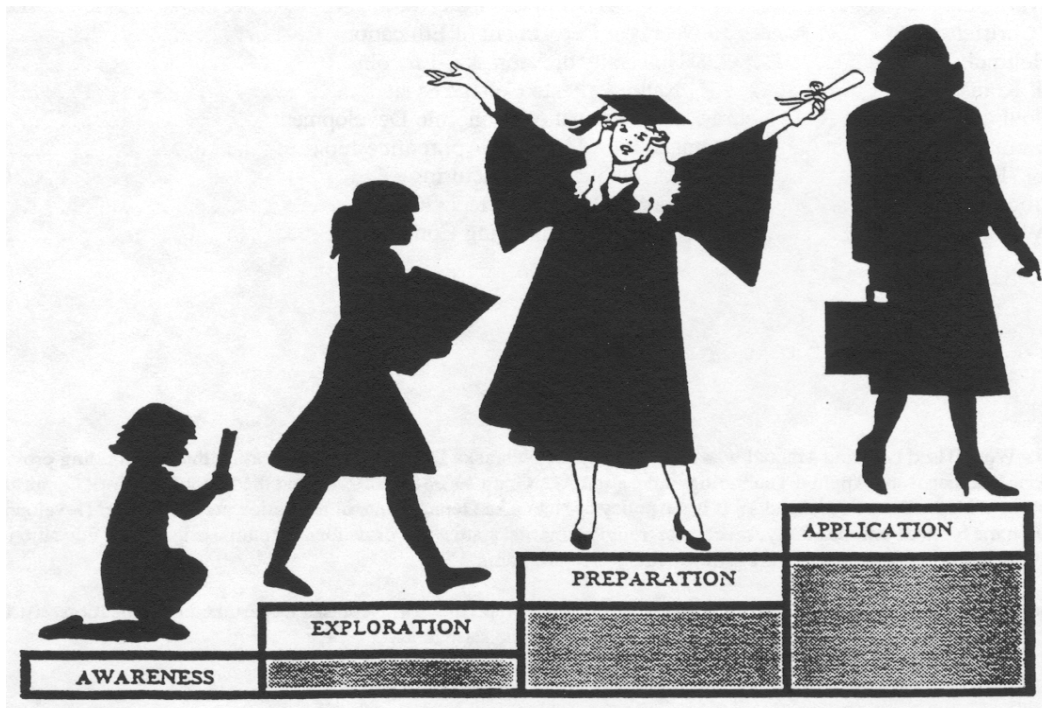


NEBRASKA

Work Based Learning Manual

PART IV

CAREER GUIDANCE AND COUNSELING GUIDE



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Part IV - Career Guidance & Counseling Guide

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Work Based Learning

CAREER GUIDANCE AND COUNSELING GUIDE

EXECUTIVE SUMMARY

No longer can our society afford to educate today's students for tomorrow's world in yesterday's schools. For our country to remain competitive in the global economy, our schools must help our youth gain strong academic and workplace skills. To remain effective as citizens, we must all become lifelong learners. Schools must continuously improve by fundamentally restructuring educational delivery and by significantly shifting the roles of their many constituents, including teachers, administrators, guidance counselors, students, parents, and community members.

Career development is too important to leave to chance -- and it doesn't "just happen." Consider the following:

- ◆ Two-thirds of the jobs created between now and the year 2000 will require education beyond the high school level. By the year 2000, 80% of all jobs will require education beyond high school, but more than 70% of all jobs will not require a four-year college degree.
- ◆ Projections for the future indicate a large demand for and an inadequate supply of skilled workers, as employment opportunities grow faster than the work force.
- ◆ The economic health and well-being of our citizens depends on encouraging everyone to complete a high school education and in providing useful career development information to all students.
- ◆ As employment continues to shift from the goods-producing sector of the economy to the service-producing sector, successful workers will need to communicate effectively, solve problems, use technologies, adapt to change, be drug-free, and work as team members.
- ◆ Today's workplace requires advanced technical skills and the ability to understand complex theories and processes in rapidly changing and emerging technologies.
- ◆ Students who receive career guidance and counseling services are better prepared for the workplace and recognize they are responsible for their own career development.

Making a career decision is different today than in the past. The following are myths about career decision-making that are not true today.

MYTHS	REALITIES
1. You need to decide for the rest of your life.	1. The average adult changes careers 3-5 times in his or her lifetime.
2. You need to decide on a specific occupation.	2. Exploration of career pathways and/or families of occupations, not specific jobs, is recommended.
3. There is a perfect career.	3. There are many excellent career choices for you, but each choice will probably have something about it that you wish was different. You need to choose a career that is a good fit, knowing that it probably won't be perfect.
4. Some careers are not open to you because of your race, color, national origin, gender, or age.	4. ALL careers are available to you.

A. CAREER GUIDANCE AND COUNSELING

Introduction

The transition of students from the school-based to the work-based environment is crucial to the ultimate goal of attaining productive employment and being contributing members of society. Career development plays a key role in an institution's comprehensive educational program.

Administrators, teachers, parents, counselors, and other student support service personnel will use a variety of interventions and provide a range of services to assist students with educational and career plans. Some of these interventions and services may require the skill and expertise of certified or licensed professionals; however, many interventions can be initiated by others. The counselor's role becomes one of change agent, not only for students but for the system as well.

The resulting career guidance and counseling program:

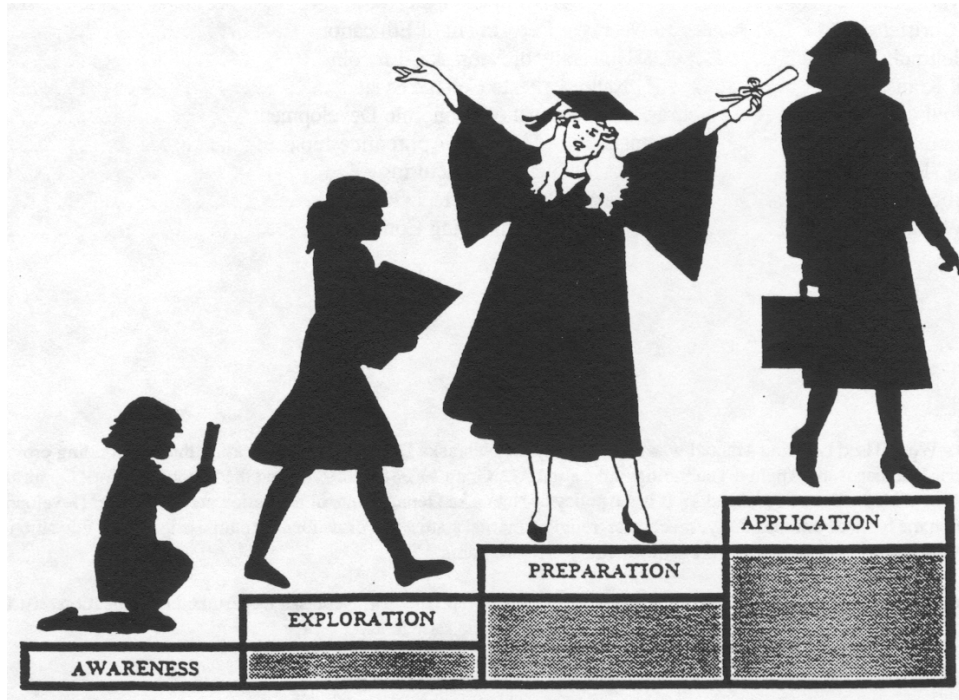
- ◆ Is identifiable but integrated with other programs within the institution.
- ◆ Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.
- ◆ Uses coordinated activities designed to support student achievement of the standards.
- ◆ Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials, and financial resources; and effective management.
- ◆ Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards.

Automated career information delivery systems (CIDS), career tabloids, and other career information resources must be incorporated into the career development process. Schools should make provisions to include adequate access to CIDS and other career information resources. Contact the Nebraska Career Information Systems for details on the Nebraska CIDS.

The National Career Development Guidelines (NCDG) initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program. The guidelines form the career development framework which is supported by curricula documentation, information, training, and counseling.

The Career Development Continuum

The career development continuum suggests that career development should be a systemic process integrated into the educational program from the elementary level through the placement of the student into employment.



Definitions:

CAREER AWARENESS: Activities designed to help students understand the role of work, one's own uniqueness, and basic knowledge about clusters or groups of different occupations.

CAREER EXPLORATION: Activities designed to help students to discover their individual interests, abilities, and needs in exploring jobs and how they fit into the world of work through hands-on exploration, career assessment, career videos, job shadowing, career mentoring, or actual job experience.

PLAN OF STUDY: A planned, coherent sequence of courses, four to six years in duration, leading to or supporting a career major.

PREPARATION & APPLICATION: Helping students acquire specific preparation including the development of entry-level occupationally specific skills, the application of academic theory into real situations, and the mastery of workplace basics. Preparation for the transition to further education, or the workplace or both, is essential in this stage.

SUCCESS IN WORKPLACE: Maintaining employability by demonstrating competence in problem solving, personal management, interpersonal skills, communication, teamwork, and transference of technical knowledge; by continually acquiring high-demand workplace skills; and by exhibiting innovation and flexibility.

Benefits of Career Counseling Programs

Benefits of Career Counseling Programs	
<p>Comprehensive developmental career counseling programs positively impact students, parents, teachers, administrators, boards of education, other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following.</p>	
STUDENTS	<ol style="list-style-type: none"> 1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development. 2. Relates educational program to future success. 3. Facilitates career exploration and development. 4. Develops decision-making and problem solving skills. 5. Assists in acquiring knowledge of self and others. 6. Enhances personal development. 7. Assists in developing effective interpersonal relationship skills. 8. Broadens knowledge of our changing world. 9. Provides advocacy for students. 10. Encourages facilitative, co-operative peer interactions. 11. Fosters resiliency factors for students. 12. Assures equitable access to educational opportunities.
PARENTS	<ol style="list-style-type: none"> 1. Prepares children for the challenges of the 21st century through academic, career, and personal/ social development. 2. Provides support for parents in advocating for their child's academic, career, and personal/social development. 3. Develops a system for their child's long-range planning and learning. 4. Increases opportunities for parent/school interaction. 5. Enables parents to access school and community resources.
TEACHERS	<ol style="list-style-type: none"> 1. Provides an interdisciplinary team effort to address student needs and educational goals. 2. Provides skill development for teachers in classroom management, teaching effectiveness, management and teaching effectiveness. 3. Provides consultation to assist teachers in their guidance role.
ADMINISTRATORS	<ol style="list-style-type: none"> 1. Integrates school counseling with the academic mission of the school. 2. Provides a program structure with specific content. 3. Assists administration to use school counselors effectively to enhance learning and development for all students. 4. Provides a means of evaluating school counseling programs.
BOARDS AND DEPARTMENTS OF EDUCATION	<ol style="list-style-type: none"> 1. Provides rationale for implementing a comprehensive developmental counseling program in the school system. 2. Provides assurance that a quality counseling program is available to all students. 3. Demonstrates the necessity of appropriate levels of funding for implementation. 4. Supports appropriate credentialing and staffing. 5. Provides a basis for determining funding allocations for school counseling programs. 6. Furnishes program information to the community. 7. Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts.

Benefits of Career Counseling Programs

Benefits of Career Counseling Programs	
SCHOOL COUNSELORS	<ol style="list-style-type: none"> 1. Provides a clearly defined role and function. 2. Eliminates non-counseling functions. 3. Provides direct service to all students. 4. Provides a tool for program management and accountability. 5. Enhances the role of the school counselor as a student advocate. 6. Ensures involvement in the academic mission of the school.
STUDENT SERVICES PERSONNEL	<ol style="list-style-type: none"> 1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor. 2. Clarifies areas of overlapping responsibilities. 3. Fosters a positive team approach, which enhances cooperative working relationships.
BUSINESS AND INDUSTRY	<ol style="list-style-type: none"> 1. Increases opportunities for business and industry to participate actively in the total school program. 2. Provides increased opportunity for collaboration among counselors, business, industry, and communities. 3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
COMMUNITY	<ol style="list-style-type: none"> 1. Provides an increased opportunity for collaboration and participation of community members with the school program. 2. Creates community awareness of the school counseling program. 3. Connects the community to the needs of the school and the school to the needs of the community. 4. Enhances economic development through quality preparation of students for the world of work.

Strategies for Getting the Entire Faculty Involved in Career Development Activities

1. Organize a school based Staff Development Team that provides training in successful teaching methods and strategies for academic/applied courses.
2. Conduct a needs-assessment of the business and education community to promote school-wide improvement and the credibility needed for change to occur.
3. Develop several school-business partnerships within the community.
4. Provide a comprehensive list of community industries and businesses for teachers. Encourage them to invite guest speakers to discuss career information with students.
5. Conduct a Career Education Forum at least once a year to inform students, parents and teachers of the job opportunities and job skills required of businesses and industries within the community.
6. Develop a speakers bureau of faculty members willing to make presentations to community organizations and groups.
7. Provide opportunities for teachers to participate in business tours, summer apprenticeships and other workplace experiences where the parents of students work to see how academic competencies are applied in the workplace.
8. Assign a member of the staff to write articles for the local newspaper and radio station promoting school-to-careers activities for students.
9. Post throughout the building "positive" signs and bulletin boards to promote high expectations of all students.
10. Publish an annual school brochure that lists the success of your school programs and distribute it to all teachers, counselors, parents and businesses and industries throughout the community.

Source: Academies in Context, CORD Communications, Vol 3, No. 4, Aug/Sept, 1997.

B. CAREER PATHWAYS

What Are Career Pathways?

Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Thus, career pathways provide a plan for ALL students regardless of their interests, abilities, talents, or desired levels of education. Selecting a career pathway provides students with an area of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue.

The career pathways concept also offers:

- ◆ A career development plan for all students, regardless of their interests, abilities, talents, or desired levels of education
- ◆ Basic skills for all students, regardless of the level of education or training that individuals choose to attain
- ◆ A variety of specific occupational choices, each requiring different levels of education and training
- ◆ Maximum flexibility in the career decision-making process, allowing students to move between pathways at any time without a gap or penalty, demonstrating that all pathways have equal dignity
- ◆ A way for students to discover the relevance of their selected school courses to actual occupations and careers, and to show improvement in their school performance.
- ◆ A career path decision can help students develop goals and dreams for their futures. Some students give low effort in school because they do not know where they fit or what their goals are.

Career Development and the Concept of Career Pathways

Career development includes the choice of specific career pathways and involves a series of educational and career decisions at critical points during one's growth from dependence to independence. Through a strong career guidance program, students gain the knowledge and skills needed to develop realistic career plans and to make the appropriate decisions to carry out these plans.

Student participation in a well-organized, well-planned career development component, which includes the concepts of career pathways, directly affects both readiness for employment and actual employability success: students' performance in school improves, involvement in school and community activities expands, decision-making skills strengthen, career preparation advances, and flexibility for meeting change increases.

Career pathways and career development inform students about and help prepare them for the world of work, postsecondary education, and the reality of lifelong learning for ALL careers. The goal includes preparing all students for any postsecondary opportunity that leads to high wage, high-skill careers.

How Do Students Decide Which Career Pathway Best Fits Them?

Making a career decision is a hard process that requires students to believe in themselves and to believe that their choices determine their future. It requires a desire to exert control over their future by deciding on a pathway and then making decisions that help them progress on that pathway. Career paths help students decide on a career path, not on a specific occupation. **Selecting a career path is not a lifetime commitment**; it is a place to begin focusing one's energies. As students take different courses and learn more about themselves and careers, they will probably change career paths. If different career paths become more interesting, the students can reevaluate plans, make appropriate decisions, and pursue other paths.

Students deciding on a career pathway will go through the following steps:

1. Awareness of self - identify interests, abilities, and talents.
2. Awareness and exploration of possible careers - consider the possible careers in each pathway in relationship to interests, abilities, and talents.
3. Decision - decide which career pathway seems to fit best.
4. Preparation - select courses that are related to the career pathway.

Benefits of Career Pathways	
STUDENTS	<ul style="list-style-type: none"> ◆ Career pathways provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity. ◆ Career pathways provide all students with areas of FOCUS, along with FLEXIBILITY and a VARIETY of ideas to pursue, as they make decisions regarding course selection. ◆ Career paths provide course plans for students to follow. Students who have decided on career directions may be less likely to drop out of school and may be more apt to enroll in math, science, and higher level courses. ◆ Career pathways allow students to see a relevance to their selected school courses. Thus, students are more apt to do well in school. ◆ Career pathways help parents and other adults provide better assistance to students as they discuss careers and select courses.
PARENTS	<ul style="list-style-type: none"> ◆ Learning is more relevant. Students are more excited and enthusiastic about school. ◆ Students explore a wider variety of educational and career options. ◆ Students leave school better prepared to enter the world of work and are more likely to get a good job sooner. ◆ Girls and minority students leave school better prepared to enter better paying careers. ◆ Students learn the value of lifelong learning to succeed in educational and career choices throughout life. ◆ Parents are more informed and equipped to provide career development assistance to their children.
EMPLOYERS	<ul style="list-style-type: none"> ◆ Teaching and learning are aligned to the needs of the workplace. ◆ Qualified entry-level workers come prepared with strong basic skills and a full understanding of what work demands. ◆ A more diverse pool of entry-level workers is available. ◆ Community collaborations help show the link between school and work. ◆ Employers have found that the program has a motivating effect on their adult workforce. Employers have reported that (front-line) workers who serve as mentors and supervisors for young people often become more excited about their work, more diligent in their responsibilities, and more productive.
EDUCATORS	<ul style="list-style-type: none"> ◆ Educators' careers are enriched through business internships and professional development. ◆ Students are more engaged and excited about learning. ◆ When exposed to non-traditional role models, students are encouraged to study a broader array of courses. ◆ More students go on to study at community colleges and four-year colleges. ◆ Students who enter the workforce immediately following high school start in higher skilled, high-wage jobs. ◆ Schools receive broad support for education from business, labor organizations, and parents. ◆ Career paths can be adopted in ANY size school system with MINIMAL costs.

How to Implement the Career Paths Concept in a School District

Sample Plan - Steps depend on school size and organization

1. Help school administrators understand and commit to the career paths concept by describing the benefits of adopting career paths. Presenting information to the school boards can also be beneficial. An area Tech Prep coordinator may be able to help with presentations.

The summary of benefits for the career paths concept might include the following:

- ◆ Career paths provide a plan for all students, regardless of their interests, abilities, talents, or desired levels of education.
 - ◆ Career paths allow students to see a relevance to their selected school courses. Thus, students who select career paths are more apt to do well in school and have fewer discipline problems.
 - ◆ Career paths can help reduce high school dropout rates by helping students focus on the future.
 - ◆ Career paths can be adopted at minimal cost by any school.
2. Organize a Career Paths Implementation Committee that represents administrators, counselors, faculty, and interested members of the community.
 - ◆ Discuss and identify how a career paths program can benefit students and the school.
 - ◆ Decide if the career paths concept is one the committee wants to support and implement.
 - ◆ Identify who needs to be informed of the program. It is important to get faculty input and commitment.
 - ◆ Develop a plan that outlines the program goals and time frame. Decide:
 - What steps need to be taken?
 - When do they need to be completed?
 - Who is going to complete them?
 - ◆ Establish a plan to present the information to:
 - Faculty and Staff
 - Students
 - Parents
 - Community
 - ◆ Develop or order the materials needed to give presentations. Items might include:
 - Copies of the "Exploring Career Paths" booklet
 - Posters
 - Transparencies

Presenting Career Paths to Targeted Audiences

Counselors

Conduct an in-service for all school counselors as follows:

- ◆ Have counselors review the career paths concept by looking at materials in this tool book and in the "Exploring Career Paths" booklet.
- ◆ Discuss the benefits of the program.
- ◆ Discuss the implementation strategies.
- ◆ Discuss the organization and possible color coding of career resource materials so that they correspond to the career paths concept.

Faculty and Staff

Make a 20-30 minute presentation to faculty and staff. (Refer to the sample career paths presentation in this section.) A representative from a school that has already adopted career paths may also be invited in to share information about that school's programs. Ask department chairs and/or faculty to determine how their courses fit into the career paths. Consistent criteria will have to be developed and applied to make the final decision about where courses fit. It may be wise to select one person or group of people to make the final choices. Materials that show the connection between courses and career paths can then be developed.

Students

Inform students about career paths through:

- ◆ Individual student conferences
- ◆ Classroom presentations by counselors or faculty
- ◆ Articles in the school newspaper
- ◆ Bulletin boards and displays of career paths posters
- ◆ Presentations and handouts at Back to School night
- ◆ Presentations at junior high/new student orientation meetings

Parents and other adults in the community

Enlighten involved adults through

- ◆ Letters and information sent to all households
- ◆ Articles in the school newsletter
- ◆ Articles in the local newspaper—request that a reporter come and learn about what you are doing with career paths and how it will benefit students
- ◆ Presentations at PTA meetings
- ◆ Presentations and handouts at Back to School night

Sample Career Paths Presentation

The following presentation has been developed to help career paths presenters answer common questions about career paths and make the following points:

- ◆ Career paths are for all students.
- ◆ A career decision should start with knowledge of self.
- ◆ There are many career choices for each person.
- ◆ The emphasis should be on deciding on a career path or career field, not on a specific occupational goal.
- ◆ A career decision helps students select and see a relevance to their courses.

Audience

With minor adaptations, this presentation could be used with school boards, counselors, faculty and staff, students and their families, or interested adults from the community.

Suggested Materials

- ◆ “Exploring Career Paths” booklets
- ◆ Transparencies and/or handouts of career paths information
- ◆ Career paths posters

Presentation Outline

1. Introduction: Overview of Career Paths
 - A. What are career paths?
 - ◆ Career paths are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths.
 - ◆ All paths include a variety of occupations that require different levels of education and training. All paths have equal dignity.
 - ◆ In this model, there are six career paths:
 - Arts and Communications
 - Business, Management, and Technology
 - Health Services
 - Human Services/Transportation
 - Industrial and Engineering Technology
 - Natural Resources/Agriculture

- B. Who are career paths for?
 - ◆ All students
 - ◆ By selecting career paths, all students can prepare for the future, regardless of their interests, abilities, talents, or desired levels of education
- C. How do career paths help students?
 - ◆ Career paths provide students with focus, along with flexibility and variety, when selecting courses.
 - ◆ Career paths allow students to see a relevance to their selected school courses. Thus, they are more apt to perform well in school.
 - ◆ Career paths provide course plans for students to follow. Students who have decided on career directions may be less likely to drop out of school and may be more apt to enroll in math, science, and higher level courses.
 - ◆ Career paths also can help students' select related activities and part-time jobs. They can guide students' participation in programs like School-to-Careers and Tech Prep, as well.
- D. What if students change their minds?
 - ◆ A career path choice is not a permanent commitment.
 - ◆ As students have new experiences, they will decide on new career paths, they can discuss it with their counselors and adjust future course selections accordingly.
- E. What steps are involved in making a career path decision?
 - ◆ Identify interests, abilities, and talents.
 - ◆ Consider the possible careers in each path in relationship to those interests, abilities, and talents.
 - ◆ Decide which career path seems to fit best.
 - ◆ Select courses that are related to the career path chosen.
- F. How can parents and other interested adults help?
 - ◆ Help students identify interests, abilities, and talents by discussing strengths with them.
 - ◆ Share information about careers and work experiences.
 - ◆ Arrange for students to talk with people about careers that are of interest.
- G. What are the career preparation choices beyond high school?
 - ◆ Work: on-the-job training and apprenticeships
 - ◆ Schools and Programs: vocational/technical schools, community/junior colleges, colleges/universities, Job Corps
 - ◆ Military: skill training and financial assistance for college

Examples of Career Path Groupings

1. Career Paths/ACT Plan

The following example shows how the ACT Plan career groupings fit with career paths. Career path titles are bolded; corresponding ACT Plan career groupings are listed below each title.

Arts and Communication

Applied Arts (Visual)
Creative/Performing Arts
Applied Arts (Written & Spoken)

Business, Management, and Technology

Marketing & Sales
Management & Planning
Records & Communications
Financial Transactions
Storage & Dispatching
Business Machine/Computer Operation

Health Services

Medical Specialties
General Health Care

Human Services/Transportation

Education & Related Services
Social & Government Services
Personal/Customer Services
Vehicle Operation
Crafts & Related Services
Social Services

Industrial and Engineering Technology

Vehicle Operation & Repair
Construction & Maintenance
Home/Business Equipment Repair
Industrial Equipment Operation & Repair
Engineering & Related Technologies

Natural Resources/Agriculture

Agriculture & Natural Resources
Natural Sciences & Mathematics

ACT Career Planning Program (CPP) Six Job Clusters
American College Testing , 2201 North Dodge Street
Educational Services Division, Iowa City, IA 52243

2. Career Paths/Holland Codes

The following example shows how the career paths fit with the Holland Codes from John Holland's Self- Directed Search. Career paths titles are bolded; corresponding Holland Codes are listed below each title. While these codes match most of the occupations in the given career paths areas, some occupations in each path may be exceptions.

Arts and Communications

Artistic

Business, Management, and Technology

Enterprising
Conventional

Health Services

Investigative
Social

Human Services/Transportation

Social

Industrial and Engineering Technology

Realistic

Natural Resources/Agriculture

Realistic
Investigative

Holland's Self-Directed Search (SDS) Six Personality Types
Psychological Assessment Resources, Inc., PO Box 998
Odessa, FL 33556

3. **16 Career Clusters (United States Department of Education – Office of Vocational and Adult Education)**
The USDOE/OVAE Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. Detailed information about the 16 clusters and sample occupations that follow can be found at www.ed.gov/offices/OVAE/.

Agricultural & Natural Resources

Food Scientist
Environmental Engineer
Agriculture Teacher
Animal Scientist
Biochemist
Agricultural Sales Director

Business and Administration

Human Resource Administrator
Administrative Specialist
Financial Analyst
International Trade Manager
Entrepreneur
Accountant

Education and Training

Teacher
Principal
School Counselor
College Professor
Corporate Trainer
Coach

Health Science

Pediatrician
Physical Therapist
Radiologic Technologist
Occupational Therapist
Medical Assistant
Hospital Administrator

Human Services

Social Worker
Psychologist
Child Care Worker
Substance Abuse Specialist
Employment Specialist
Psychotherapist

Law and Public Safety

Attorney
Fire Fighter
Police Officer
Judge
Paramedic
Paralegal

Arts, A/V Technology & Communications

Actor-Actress
Video Producer
Journalist
Audio Engineer
Tele-Communications Technologist
Printing/Graphics Technologist

Architecture and Construction

Contractor
Architect
Electrician
Heavy Equipment Operator
Carpenter
Plumber

Finance

Stock Broker
Banker
Insurance Agent
Financial Planner
Loan Officer
Tax Examiner

Hospitality and Tourism

Lodging Manager
Chef
Travel and Tourism Manager
Food service Manager
Restaurant Manager
Leisure and Entertainment Manager

Information Technology

Software Engineer
Network Administrator
Web Designer/Developer
Database Manager
Technical Writer
Multimedia Producer

Manufacturing

Machinist
Manufacturing Engineer
Automated Process Technician
Production Engineer/Technician
Welding Technician
Quality Technician

Government and Public Administration

Legislator
City Manager
Policy/Budget Analyst
Recreation/Parks Director
State/Federal Agency Director
Urban/Regional Planner

Scientific Research/Engineering

Chemical Engineer
Mathematician
Bio Technologist
Electrical Engineer
Biologist
Oceanographer

Retail/Wholesale Sales and Service

Sales Associate
Interior Designer
Marketing Director
Buyer
Real Estate Broker
Customer Service Representative

Transportation, Distribution & Logistics

Pilot
Automotive Technician
Logistics Manager
Flight Attendant
Warehouse Manager
Truck Driver

The courses you select in high school will affect what you can do after high school. Look at the charts below and think

about the connection between school and work. Many courses are needed for daily living activities even though they are not directly related to a career. The chart provides a few examples of the many jobs that require these skills.

Connections Between High School Courses and Careers			
MATH REQUIREMENTS			
Advanced levels of math theory are required for the following jobs	Applying math skills is important in the following jobs.	Practical "shop" mathematics is needed for the following jobs.	Arithmetic is important in the following jobs.
Actuaries Agricultural and Good Scientists Architects Biological Scientists Chemists Computer System Analysts Economists (theoreticians) Engineers Foresters and Conservation Scientists Geologists, Geophysicists, and Oceanographers Mathematicians Mathematics Teachers (secondary school and college) Operations Research Analysts Physicists and Astronomers Statisticians	Accountants and Auditors Aircraft Pilots/Flight Engineers Air Traffic Controllers Computer Programmers Cost Estimators Dentists Drafters Economists (applied) Electrical and Electronic Technicians Engineering Technicians Financial Managers Insurance Sales Workers Landscape Architects Management Analysts and Consultants Optometrists Pharmacists Physical and Life Science Technologists/Technicians Physicians Psychologists Real Estate Agents and Brokers Securities and Financial Services Sales Workers Sociologists Surveyors Tax Examiners, Collectors, and Revenue Agents Underwriters Urban and Regional Planners Veterinarians	Automobile Mechanics Bricklayers and Stonemasons Broadcast Technicians Carpenters Construction Inspectors Electrical and Electronic Equipment Repairers Electricians Industrial Machinery Mechanics Inspectors, Testers, and Graders Jewelers Layout Workers Machinists Mechanics and Installers Metalworking and Plastic-working Machine Operators Millwrights Numerical Control Machine Ophthalmic Laboratory Technicians Plumbers, Pipefitters, and Steamfitters Precision Instrument Repairers Sheet Metal Workers Shipfitters Structured Metal Workers Tool-and-Die Makers Numerical Control Tool Programmers Welders and Cutters	Bank Tellers Billing, Cost, and Rate Clerks Bookkeeping and Accounting and Auditing Clerks Brokerage Clerks Cashiers Counter and Rental Clerks Insurance Claims and Policy Processing Clerks Loan and Credit Clerks Mail Carriers New Account Clerks, Banking Order clerks Payroll and Timekeeping Clerks Reservation and Transportation Ticket Agents and Travel Clerks Sales Counter Clerks Statement Clerks Statistical Clerks Stock and Inventory Clerks Traffic, Shipping, and Receiving Clerks Weighers, Measurers, and Checkers
SOCIAL STUDIES REQUIREMENTS			
Many jobs require you to understand how social groups and cultures work. Workers in the social sciences usually specialize in one of these social studies areas: Anthropology, Geography, History, Political Science, Psychology, and Sociology. Most jobs in the social sciences require a bachelor's degree. Jobs that require social studies knowledge are:			
Anthropologists Archaeologists Ethnologists Economists Stockbrokers Accountants Resource Management Specialists Market Research Analysts Purchasing Agents Real Estate Agents/Brokers Securities and Financial Services Salespersons Underwriters	Geographers Climatologists Urban Planners Land Use Technicians Historians Archivists Curators Biographers Genealogists Librarians Public Administrators Political Scientists Lawyers Reporters and Correspondents	Research Analysts Foreign Service Officer Community Planning Specialists Psychiatrists Psychologists Advertising Agents Public Relations Specialists Publicity Writers Community Organizers Career Planning Counselors Rehabilitation Counselors Social Workers Parole Officers	School Counselors Psychiatric Nurses Sociologists Family Relations Specialists Hospital Administrators Recreation Therapists Psychiatric Social Workers Health Policy Planners Industrial Managers Arbitrators Demographers Clergy Teachers, all levels

Connections Between High School Courses and Careers

ENGLISH REQUIREMENTS		
Advanced writing & speaking skills are required for the following jobs.	Good writing and speaking skills are required for the following jobs.	Practical use of good spoken & written English is required for the following jobs.
Announcers Newscasters Counselors (all fields) Clergy Lawyers/Judges Librarians Management Analysts Producers/Directors/Actors Proofreaders Public Relations Specialists Reporters & Correspondents Speech Pathologists Teachers (all levels) Translators & Interpreters Writers/Editors/Technical Writers Architects Computer Programmers/Systems Analysts Educational Administrators Research Workers Urban & Regional Planners Sociologists Social Workers	Engineers (all fields) Agricultural Scientists Salespeople (all fields) Compositors & Typesetters Computer Service Technicians Court Reporters Dentists Employment Interviewers Flight Attendants Food Service Managers Funeral Directors Geologists & Geophysicists Hotel/Motel Managers & Assistants Insurance Agents Clerical Supervisors Legal Assistants Medical Assistants Medical Records Technicians Optometrists Physicians Teacher's Aides Travel Agents	Bellhop/Bell Captain Blue Collar Workers & Supervisors Counter & Rental Clerks Dental Hygienists Food & Beverage Service Workers Home Health Aides Receptionists Information Clerks Secretaries Optometric Assistants Police Officers Postal Clerks Social Service Aides
SCIENCE REQUIREMENTS		
Advanced levels of science are required for the following	Applying science skills is important in the following jobs.	Practical knowledge of science is required for the following jobs.
Agricultural and Food Scientists Architects, including Landscape Architects Biological Scientists Chemists Chiropractors Curators, Archivists, Museum Technicians, Dentists Dietitians and Nutritionists Engineers (all specialties) Farm and Home Management Advisors Foresters and Conservation Scientists Geologists, Geophysicists, and Oceanographers Medical Laboratory Technologists Meteorologists Occupational Therapists Optometrists Pharmacists Physical Therapists/Physical Assistants Physicians Podiatrists Recreational Therapists Registered Nurses Speech Pathologists and Audiologists Teachers, secondary and college	Aircraft Pilots and Flight Engineers Broadcast Technicians Dental Hygienists Dental Laboratory Technicians Dietetic Technicians Electrocardiograph Technicians Electroencephalographic Technicians Emergency Medical Technicians Engineering Technicians (all specialties) Licensed Practical Nurses Medical and Clinical Laboratory Technicians Medical Records Technicians Nuclear Medicine Technologists Occupational therapy Assistants Opticians, Dispensing and Measuring Physical and Correctional Therapy Assistants Physical and Life Science Technicians Radiologic Technicians Radiologic Technicians Radio Operators Ship Engineers Surgical Engineers Surveyors	Animal Caretakers Bakers, Manufacturing Butchers and Meatcutters Chemical Equipment Controllers Chemical Plant Operators Cosmetologists Electrobiomedical Equipment Repairers Electricians Farmers, Farm Operators, and Managers Firefighters Foundry Mold and Core Makers Gardeners and Groundskeepers Lithography/Photo/Engraving Workers Machinists Mechanics, Installers, and Repairers Nursing Aides, Orderlies, and Attendants Occupational Therapy Assistants Pharmacy Assistants Photographic Process Workers Physical & Correctional Therapy Assistants Plumbers, Pipefitters, and Steamfitters Precision Instrument Repairers Printing Press Operators Riggers Tool-and-Die Makers Water & Waste Treatment Plant Operators Welders and Cutters

Source: *Career Choices User's Guide*, North Carolina Occupational Information Coordinating Committee

C. CAREER PORTFOLIOS

Introduction

The portfolio is a collection of students' work that focuses on education, self-development, and career information as it relates to short- and long-term planning. It consists of a personalized sequential career planning journal that is designed to guide students through the career development process and to help them relate their education to career interests and aptitudes as they progress through school and beyond.

Educators are excited about the portfolio concept because it details the level of achievements and broadens the assessment of student work. Portfolio is an instrument to provide more than a letter grade by detailing strengths and weaknesses and by allowing for a checklist of competencies and skills. The portfolio is also a place to organize all the things we know and want to know about students outside the academic world, i.e., personal skills and planning, attendance, career development, and community involvement.

Ultimately, the career portfolio should reveal information about the student's progress throughout the career development process and show the student's progress toward reaching his or her goals.

Rationale. Supporting rationale statements for the portfolio are:

- ◆ The personalized portfolio helps students take responsibility for and have ownership of their career decisions.
- ◆ The portfolio serves to educate students about the many facets of career decision making, while serving as a repository for their work.
- ◆ The comprehensiveness of the portfolio requires that students use higher-level analysis, synthesis, and evaluation skills.
- ◆ Students often need a tangible means of seeing their progress and direction.
- ◆ The purpose of the portfolio's sequential planning activities are for better linkage of education to future career plans.
- ◆ The portfolio allows for a variety of activities, procedures, products, and opportunities, which contribute to a better understanding of "the big picture".
- ◆ Many large companies are now requesting transcripts and portfolios for documentation of work based learning skills when hiring employees.

Purpose. The purpose of the portfolio is to:

- ◆ establish expectations
- ◆ record student competencies
- ◆ better organize and recognize all student achievement
- ◆ recognize every student for his/her successes

Uses. Portfolios can be used as:

- ◆ Tools for discussion with peers and instructors
- ◆ Opportunities for students to demonstrate their skills and understanding
- ◆ Opportunities for students to reflect on their work
- ◆ Chances to set future goals
- ◆ Documentation of students' development and growth in ability, attitudes, and expression
- ◆ Demonstration of different learning styles, multiple intelligence, cultural diversity
- ◆ Chances for students to make critical choices about what they select for their portfolio

Advantages of Portfolios

For Students

- ◆ Provides a vehicle or process for integrating various aspects and abilities
- ◆ Enables students to see evidence of their strengths and abilities.
- ◆ Builds students' self-image/gives them a sense of accomplishment
- ◆ Clarifies career options
- ◆ Promotes better educational and career planning through written career plans and career maps
- ◆ Provides for a smoother transition from school to work or postsecondary education
- ◆ Assists in school transfers
- ◆ Provides an opportunity for students to showcase achievements and awards
- ◆ Contributes to students' understanding of the "big picture" and the connections between education and career goals/choices

For School Systems

- ◆ Aligns the school with national models of excellence
- ◆ Assists counselors and teachers in the advising process with students
- ◆ Offers a vehicle for articulation between institutions
- ◆ Validates the PreK-12 Comprehensive Guidance model
- ◆ Assists counselors and teachers in developing students' career awareness, exploration, and planning

For the Community

- ◆ Helps prepare students for the workforce
- ◆ Identifies parents, employers, and other community members as influential players in the career development process
- ◆ Enables students to showcase tangible evidence of their skills, accomplishments, and perspectives toward the job search
- ◆ Addresses the need for more positive work attitudes

Documentation Methods

Career portfolios include writing samples, records of job interviews conducted, career stories read, career papers written, videotapes of job interviews, sample work assessment reports, and notes by students as they reflect upon a range of experiences in the career area. The following methods of documenting portfolio activities are frequently used.

ACADEMIC ACHIEVEMENTS. This could include any sort of honor roll listings, advanced standing or transcribed credit certificates, youth apprenticeship awards, or activities in which the student has been involved.

ATTENDANCE. This could include the attendance data from the student's record at the high school, middle/junior high, and/or elementary school.

CAREER INTEREST AND APTITUDES. This could include career interest inventories and aptitude results from assessments or classroom activities.

CAREER PLANS. This section could include the student's annual written career plan and/or 4- to 5- year course sequences, as identified in career maps.

COMMUNITY SERVICE. This could highlight any service the student has done for the community, religious organization, or school, and has not received remuneration for that service.

COVER LETTERS. This could include samples written by the student for real job searches and/or classroom experiences or assignments.

DEMONSTRATION OF WRITING SKILLS. This could include writing samples.

EMPLOYMENT DIPLOMA ENDORSEMENTS. This could include information or competencies of diploma endorsements, if they are utilized by the local high school.

EXAMPLES OF PROJECTS. This could include any sort of project, pictures, photographs, objects, or activities in which the student has been involved individually or as a team member or leader. It also could include research papers or examples of any sort of project or activity done in school or out of school.

EXCEPTIONAL SKILLS. This could include any skills that the student, parent, or faculty deem exceptional for that student.

EXTRA-CURRICULAR ACTIVITIES. This could include traditional school activities (e.g. sports, music, drama, art, yearbook, peer helper), or other outside activities (e.g. community theater, Junior Achievement, Boy Scouts, Girl Scouts.)

FINE ARTS. This could include a listing of specific fine arts activities or pieces of work done by the students (e.g. drawing newspaper).

HEALTH RECORDS. This could be included, if students choose to do so. There may be legal implications to consider.

JOB RECORD. This could include a listing of any jobs the student has held and letters of reference or commendation.

LETTERS OF RECOMMENDATION. This could include any letter of recommendation a student has received from teachers, employers, community members or friends.

PARENT INVOLVEMENT. This could include a supportive statement from the parents stating that their child has been involved in career planning for postsecondary education and work.

PERSONAL STATEMENT. This could include a supportive statement from the parents stating that their child has been involved in career planning for postsecondary education and work.

RESUMES. This could include personal information about the student (e.g. address, phone, height, weight)

SCHOOL PROFILE. This could include an informational profile of the school district and high school the student is attending, which might be helpful background information for employers or postsecondary institutions.

STUDENT AWARDS AND RECOGNITION. These items could include any in-school or out-of-school awards or recognition the student has received. It might also include specialized licenses or certifications (child care provider, commercial driver's license, etc.)

TEST SCORES. This could include a variety of assessments (e.g. SCAT, ACT, ASVAB, PSAT).

TRANSCRIPTS. This could include transcripts from the high school or other colleges that the student is attending (e.g. postsecondary options).

WORK BASED LEARNING. This could include information on coop or job shadowing experiences, youth apprenticeships, career day involvement, of Education of Employment activities.

Comprehensive Portfolios

Organization. Portfolios can be a file, folder, an artist's folder (portfolio container), a binder with dividers, box, a book, a computer disk, portable file holder, accordion folder or any other summary of student skills, achievement or proficiency.

A comprehensive portfolio should contain the following:

- ◆ Creative cover
- ◆ Table of contents
- ◆ Contents
- ◆ Comments about each item telling why it was selected and how the student feels about it
- ◆ Self assessment by the student
- ◆ Comments, feedback, and encouragement

Contents. There are four sections within the content of the portfolio:

- ◆ Self-Knowledge is considered fundamental to any decision-making because of the unique blend of interests, aptitudes, traits, backgrounds, and personal styles that individuals bring to the career development process.
- ◆ The Life Roles section is one of the unique features of the Personal Planning Portfolio in that it highlights the cultural and social influences that have such a strong impact on people's lives. By showcasing the significance of one's cultural heritage, lifestyle, and leisure time pursuits, as well as the influences of stereotyping and interpersonal relationships, students are challenged to explore factors that may limit or enhance their life choices.
- ◆ Educational Development encourages students to both understand their own educational learning needs and academic progress and to assume responsibility for educational training that is personally meaningful.
- ◆ In the Career Exploration & Planning section, students explore various occupations as well as a process for making career decisions.

Sample Plan for an Elementary/Junior High Student Portfolio	
Objective To provide a historical document of the uniqueness of the individual.	Extra Curricula Activities A. Girl Scouts B. 4-H Club C. DECA
Academic A. Grade reports B. Standardized Test Results C. School awards (attendance, physical education)	Service Learning Projects/Participation
Scholarly Work A. Samples of work completed, dated B. Programs performed in	Miscellaneous Other activities or projects that distinguish the student
	Samples of Student's paintings drawings stories letters lists signs handwriting use of numbers

Implementation Strategies

Getting Started. Schools interested in implementing the portfolio program should begin by:

- ◆ Obtaining commitment from the school board and administration
- ◆ Providing inservice programs for administration and staff.
- ◆ Ensuring that the principal leads the implementation
- ◆ Ensuring that the counselor becomes a facilitator
- ◆ Connecting portfolio elements with the school guidance and counseling program.
- ◆ Integrating portfolio activities with the K-12 instructional program
- ◆ Requiring all students to meet standards at each level in the development of their career portfolios
- ◆ Conducting formative and summative evaluation
- ◆ Maintaining open communications with the school board, central office, students, parents, staff and community.

Issues to Consider

- ◆ Storage and establishing a file for each student
- ◆ Determining what the contents should be
- ◆ Establishing a filing system
- ◆ Sorting samples and selecting papers
- ◆ Showcasing examples of work from the portfolio
- ◆ Using the contents to assess progress or to demonstrate achievement
- ◆ Planning the system for the entire school year

Develop a Long Term Plan: Sample Portfolio Process	
TERM 1	<ul style="list-style-type: none"> ◆ All instructors in 1st quarter classes will assist students in selecting a portfolio piece for that particular course. ◆ In the Career Development course, instructors will introduce the purpose and the process of gathering items for the portfolio. ◆ Instructors sign off on students' Inventory Summary Form.
TERM 2	<ul style="list-style-type: none"> ◆ Admissions representatives meet with each of the students they enrolled who are in their second term. ◆ Students will explain to the representative what they have included in their folders. This will provide the students with their first practice at using portfolio pieces to explain what they can do. ◆ All instructors are implementing portfolio pieces in all their classes. Instructors sign off on students' Inventory Summary form.
TERM 3	<ul style="list-style-type: none"> ◆ Admissions representatives meet with each of the students they enrolled who were missed in their second term. ◆ All instructors are implementing portfolio pieces in all their classes. ◆ Instructors sign off on students' Inventory Summary form.
TERM 4	<ul style="list-style-type: none"> ◆ Students bring portfolio to 4th term advising session. ◆ Students complete lessons learned form with an advisor. ◆ All instructors are implementing portfolio pieces in all their classes. ◆ Instructors sign off on students' Inventory Summary form.
TERM 5	<ul style="list-style-type: none"> ◆ Students will select portfolio items in their Career Management class for presentation during the mock interview. Feedback concerning quality of selected items provided by the appropriate academic staff. ◆ All instructors are implementing portfolio pieces in all their classes. ◆ Instructors sign off on students' Inventory Summary forms.
TERM 6	<ul style="list-style-type: none"> ◆ In the Externship or Management Decision Making course students will finalize portfolio item selection. ◆ Instructors of the courses mentioned above, as well as Career Services staff, will advise students in this final step. ◆ All instructors are implementing portfolio pieces in all their classes. ◆ Instructors sign off on students' Inventory Summary form.

Monitoring/Maintaining/Updating

Keeping track of the portfolio is a joint responsibility of the school and the student, but ultimately, the breadth and depth of the portfolio depends on the effort of the student.

Some schools may decide to have a special class or short period of the day for computer access. Some schools may use the home room period for writing, counseling and entering. Some may allow teachers to access information from a computer on the teacher's desk. Every classroom may become a place to keep track of achievement.

The student takes his/her portfolio upon leaving or upon graduation. Some school districts offer a computer disk with some information on it. This is a permanent record, and naturally, all laws regarding confidentiality still apply.

D. INDIVIDUALIZED CAREER PLANS

Introduction

Career planning - an essential component of career development - is critical in helping students make appropriate career, educational and occupational choices. The core of the career planning process is the development and implementation of a formal, individualized, comprehensive, written career plan. The Individualized Career Plan (ICP) becomes a means for a student to reflect on and examine important areas of life development and the value of education to one's future life style and career choices.

What Is an Individualized Career Plan (ICP)?

An individualized career plan is a formalized written plan that fits the student's unique, specific needs. It takes into account the student's goals, interests, and preferences and relates their learning experiences to career goals. The plan is designed to facilitate the transition of the student from high school to future learning or employment. It should be a comprehensive document based on both formal and informal assessment of the individual. The ICP should also include the areas in which the student most needs to increase his or her knowledge and skills in order to reach the identified goal.

How Does an ICP Differ from a Career Portfolio?

The ICP differs from a career portfolio. A career portfolio contains a more detailed documentation of the student's progress that includes work samples, certificates of completion including competencies mastered, and other indicators of actual work.

Who Should Be Involved with the ICP?

While career counselors will probably coordinate career planning in most schools, teachers, administrators, and parents should be a part of a collaborative effort to assist students in achieving a successful life. They must all participate in each step of the students' career planning. By working together they can accomplish more.

Career Planning Strategies

A well-designed ICP entails specific, systematic, and formal planning. The National Occupational Information Coordinating Committee (NOICC) recommends an integrated approach to comprehensive career counseling utilizing the following strategies.

OUTREACH	Inform parents and students of educational, career, and occupational opportunities and introduce the concept of ICP development. Present current labor market trends and statistics and relate these to future career decisions.
STUDENT ASSESSMENT	Determine abilities, interests, aptitudes, and preferences related to postsecondary life and immediate employment. Use formal (e.g., COPS, CAPS, ASVAB) and informal measures (e.g., observations in class and workplace, anecdotal records, interviews with parents and the student) during the assessment.
PARENTAL INVOLVEMENT	Seek active participation of parents and guardians during the career planning process. Invite parents to attend career planning meetings and provide samples of student's work. Alleviate parental concerns about their child's future by orienting them with (a) employment alternative, (b) community agencies, and (c) financial aid info. Clarify parents' roles in the planning process.
INTRA- & INTER-AGENCY COLLABORATION	Solicit support of professionals and community agencies that can provide students with services and assistance. Involve appropriate agencies in joint planning that affect the student's future.
IMPLEMENTATION	Make sure that the ICP for each student reflects agreements made during the career planning process. Provide services and activities the student needs to achieve desired outcomes.
EVALUATION	Evaluate student's progress annually and make appropriate modifications to ICP.

Individualized Career Plan (ICP) Recommended Content	
PERSONAL DATA	Student's name, birth date, address, social security number or student identification number, middle grade or high school level, and telephone numbers are essential information.
CAREER AND EDUCATIONAL GOALS	This section contains a statement of the tentative career and educational goals of the student. Results from aptitude, career interests, and other relevant assessment instruments as well as the student's extra-curricular activities can guide the setting of goals. Career goals must be outcome-oriented and flexible based on changing student preferences.
ASSESSMENT INFORMATION	Data about the student's career interests, educational and vocational aptitudes, achievements, and special needs are reported in this section to provide counselors, transition specialists, and vocational educators baseline information. Assessment information is key in matching careers with the student's abilities, interests, and preferences.
HIGH SCHOOL COURSE PLAN	Courses required for graduation as well as those that will lead to the achievement of the student's post high school career and educational goals must be determined. Establish a clear understanding of academic areas where the student is progressing and any areas where the student is not making adequate progress.
EMPLOYMENT HISTORY	This part reflects the student's work experience. This can include employment (paid and unpaid) gained through internships, apprenticeships, or part-time work. List employer's name and address, type of work, and dates of employment.
CAREER DEVELOPMENT ACTIVITIES	Examples of career-related activities that can help the student develop an unbiased perspective and self-confidence include: exploring occupational and educational options, investigating job requirements, writing resumes and letters of application, filling out application forms, participating in mock interviews, completing assignments in an accurate and timely manner, and communicating effectively with others.

*National Center for Research in Vocational Education,
University of California, Berkeley, Office of Student Services.*

PERSONAL DATA

_____ Last Name	_____ First Name	_____ M.I.	_____ Date of Birth
_____ Address			_____ Student I.D. Number
_____ City	_____ State	_____ Zip	_____ Social Security Number
_____ Projected Graduation Date			_____ Home Phone Number

CAREER/EDUCATIONAL GOAL(S)

9th Grade Career Goal/s	10th Grade Career Goal/s	11th Grade Career Goal/s	12th Grade Career Goal/s
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSESSMENT DATA

	Name of Test/Inventory	Date Administered	Results
ACHIEVEMENT	_____	_____	_____
APTITUDES	_____	_____	_____
VOCATIONAL	_____	_____	_____
LEARNING STYLES	_____	_____	_____
CAREER INTERESTS	_____	_____	_____
OTHER TESTS	_____	_____	_____

PSAT: V _____ M _____ ACT Composite Score: _____ Date Taken: _____

TENTATIVE HIGH SCHOOL COURSE PLAN

9th Grade		10th Grade		11th Grade		12th Grade	
Courses	Credit	Courses	Credit	Courses	Credit	Courses	Credit
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
Total Credits	_____	Total Credits	_____	Total Credits	_____	Total Credits	_____
/ _____		/ _____		/ _____		/ _____	
Student's Signature	Date	Student's Signature	Date	Student's Signature	Date	Student's Signature	Date
Comments: _____		Comments: _____		Comments: _____		Comments: _____	

INTERESTS

Grade	School Activities (clubs, organizations, sports, committees)	Community Activities (clubs, committees, organizations)	Interests/Hobbies
9th	_____	_____	_____
10th	_____	_____	_____
11th	_____	_____	_____
12th	_____	_____	_____

EMPLOYMENT HISTORY

Page 2 of 2

Employer & Address	Dates Employed	Type of Work & Responsibilities	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CAREER PREPARATION ACTIVITIES**To prepare for my career, I need to**

- ☐ Determine a Career Pathway
Area of Interest: _____
- ☐ Learn how to market my experiences and abilities. (resume writing, letter of application writing, thank you letter writing, interview)
- ☐ Pursue an on-the-job training program. (Bureau of Apprenticeship, Job Fair, Job Placement Counselor)
Training Desired: _____
- ☐ Enlist in the military service. (ASVAB, ROTC, recruiter visit)
Area of Interest: _____
- ☐ Attend a trade, technical, or vocational school. (vocational college, fair, school visits, financial aid)
Area of study: _____
School/s Considered: _____
- ☐ Go to work full-time. (job fair, shadowing, job placement counselor)
Type of work: _____
- ☐ Attend a two-year college to prepare for work. (articulation agreement/s, vocational college fair, school visits)
Area of study: _____
School/s Considered: _____
- ☐ Enroll in a four-year college. (PSAT, ACT, SAT, achievement tests, financial aid application, college fair)
Area of study: _____
School/s Considered: _____

VOCATIONAL TRAINING**Name of Courses/Program**

Agriculture	_____
Business Education	_____
Family Consumer Science	_____
Health Occupations	_____
Industrial Technology	_____
Marketing	_____
Trade & Industrial Occupations	_____
YouthWorks (JTPA)	_____

FUTURE PLANS (AFTER HIGH SCHOOL)**Employment**

- ☐ Full-Time Job
- ☐ Part-Time
- ☐ Military
- ☐ Other _____

Education

- ☐ Career/Technical Training
- ☐ Apprenticeship
- ☐ On-The-Job Training
- ☐ Community College - 2 year
- ☐ University - 4 year
- ☐ Other _____

REFERENCES

Name	Address	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

E. INTERVENTION STRATEGIES

Introduction

Since the transition of students from the school site to the work site environment is so crucial to the ultimate goal—success in the workplace—the provision of work based learning options should be an important aspect of any student development program. The interventions provided in this guide offer interested and committed stakeholders avenues for involvement in the student development program.

Definition. Intervention is a task, activity, or service initiated and performed by one or more of the stakeholders in the student development program. This task, activity, or service would facilitate the accomplishment of a student development program goal in general or a student-outcome objective in particular.

◆ Student Interventions:

- Classroom guidance
- Small/Large group guidance
- Teachers-as-advisors program (TAP)
- Career exploration program
- Family counseling
- Parent education groups
- Mentoring
- Individual counseling/tutoring
- Consultation
- Cooperative learning and practice groups
- Support groups (grief, divorce, bullying, etc.)
- Study and tutoring groups

◆ Program Interventions:

- Establishing school-based enterprises
- Developing career centers
- Creating and maintaining portfolios to include career planners
- Establishing management information system
- Conducting evaluation services
- Facilitating transitions
- Establishing work based learning opportunities

These represent some of the more common interventions and services implemented in a student development program. With the school-to-careers initiatives, emphasis is placed on integrated work based learning at both the school site and work site. To better prepare students for life and the workplace, student development program personnel should become more involved in connecting school site and work site learning experiences for all students.

Student development program personnel may not be totally responsible for developing a work based learning program, but they should certainly participate on committees or teams working on these issues. Advising students of these options and assisting in the implementation of the program should be key roles for student development program personnel.

Work based learning increases opportunities for students to connect school with the workplace. These experiences may be provided through a variety of avenues that bring the community into the classroom and students into the community.

High school students do not always view their jobs and the skills obtained there as having any connection to academic learning or to school programs. To contribute to students' learning, work based learning options must offer students the opportunities to apply academic skills, work with and learn from co-workers, work in teams, solve problems, and have their work performance evaluated. The following pages list some work based learning options and related intervention strategies.

WORK BASED LEARNING OPTION INTERVENTIONS				
OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
CAREER AWARENESS	Career Fair/Day	4-16	Exposure to people directly involved in a career. Designed around student interests/abilities.	Nebraska Career Guidance Handbook-grades K-6 (NDE) Dream Catchers, published (Jist Company)
	Classroom Guest Speakers	K-16	One shot career-related speakers. Awareness of personal perspective of a career.	Career Development Activity Books (NCIS & NDE)
	Field Trips Business/Industry Tour	K-16	On-site exposure. Awareness of all aspects of the business/industry.	Career Development Posters (NDE) Nebraska Career Information System - Career Trek (NCIS)
CAREER EXPLORATION	Career Interviews	4-16	Students research a career of interest. Exposure to person in career interest. Students report information to others.	Nebraska Career Guidance Handbook - grades 7-8 (NDE) Pathfinders, published (Jist Company) Career Development Activity Books (NCIS & NDE)
	Job Shadowing	K-16	Students teamed with a host in the workplace. Primarily observational experience. Exposure to work-place short-term. Exposure to the nature of the work performed.	Career Development/Tech Prep Posters (NDE) Nebraska Career Information System - Career Trek (NCIS) Career Portfolio (NCIS)
	Research Papers/Projects	4-16	Students research career of interest. Opportunities for mock employment and business simulations.	Career Videos (NDE) Nebraska School Counseling Program Guide (NDE) Planning For Life Program Handbook (NDE)

WORK BASED LEARNING OPTION INTERVENTIONS				
OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
SCHOOL SITE CAREER PREPARATION	Applied Academics Courses	5-16	Curriculum integrates real-life examples. Emphasis on contextual learning. Course content is rigorous and challenging.	Scholarships and other forms of Financial Aid for Nebraska Students (NCIS) Career Portfolios (NDE)
	Career Academies	9-12	Organized as schools-within-schools. Focus on a career theme.	Career Videos (NDE) Planning for Life Program Handbook (NDE)
	Entrepreneurship Project/Class	5-16	Students design & cooperate a business. Junior Achievement Projects/Competition/Classes	Careers & Education In Nebraska Tabloid (NDE)
	School Based Enterprises	9-16	Student-centered and -operated enterprise. Integrated curriculum. Financially supported and/or self-supported. Incorporates a business plan. May be used as a precursor to internship.	Nebraska Career Information System (NCIS) US Department of Education Student Aid Software (NCIS) Labor Market Information Compendium (DOL) Occupational Outlook Handbook (DOL) Dictionary of Occupational Titles (DOL)
	Tech Prep Programs/ Articulation	9-16	Secondary/postsecondary articulation	Nebraska School Counseling Program Guide (NDE)
	Career and Technical Student Organization (CTSO) Project Competition	8-16	Educational opportunities directly linked to curriculum. Students develop personally & Professionally in preparation for career & life.	Counselor's Role In Tech Prep - Nebraska (NDE)

WORK BASED LEARNING OPTION INTERVENTIONS				
OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
SCHOOL SITE CAREER PREPARATION (CONTINUED)	Career and Technical Education (CTE) Programs	7-16	Competency-based. Address emerging technologies & future employment opportunities in business & industry.	Military Careers Handbook (US Army Recruiting Co) Nebraska Career Guidance Program Handbook - grades 9-12 (NDE) Scholarships and other forms of Financial Aid for Nebraska Students (NCIS)
	Workplace Readiness Courses	9-16	Focuses on problem solving, teamwork, self management, & other SCAN foundations & competencies. Workplace focused.	
WORK SITE CAREER APPLICATION	Apprenticeships	11-16	Students teamed with an individual in the workplace. Student receives advanced standing in an occupation. Specialized career track with specific technical competencies. Progressive wage.	Job Placement Services (DOL) Financial Aid Services (NCIS) Work Site Learning Documentation (NDE) Career Portfolios (NDE)
	Clinical Work Experience	11-16	Standards generally regulated by law. Predominately used in programs leading to licensure. Unpaid learning. Performance assessment required. Industry qualified instructors. Teacher/student ratio generally mandated by law.	Career Videos (NDE) Planning for Life Program Handbook (NDE) Careers & Education in Nebraska Tabloid (NDE) Nebraska Career Information System (NCIS) US Department of Education Students Aid Software (NCIS)

WORK BASED LEARNING OPTION INTERVENTIONS				
OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
WORK SITE APPLICATION (CONTINUED)	Cooperative Education	11-16	<p>Reinforces classroom instruction.</p> <p>Student currently or previously enrolled in a job prep program.</p> <p>Training station related to job prep program.</p> <p>Training plans, training agreements, student time sheets, and evaluation forms.</p> <p>Paid employment.</p>	<p>Labor Market Information Compendium (DOL)</p> <p>Occupational Outlook Handbook (DOL)</p> <p>Dictionary of Occupational Titles (DOL)</p> <p>Nebraska School Counseling Program Guide (NDE)</p>
	Internship/Practicum	10-16	<p>Exposure to the broad aspects of an industry related to the student's major.</p> <p>Generally unpaid.</p> <p>Workplace learning plan/weekly seminar; journal.</p> <p>Rotation through a variety of skills requiring increasingly higher levels of knowledge</p>	<p>Counselor's Role In Tech Prep - Nebraska (NDE)</p> <p>Military Careers Handbook (US Army Recruiting Co.)</p> <p>Nebraska Career Guidance Program Handbook (grades 9-12) (NDE)</p>
	Mentorships	5-16	<p>Short-term.</p> <p>Helps students identify interests, educational requirements, work skill acquisition.</p> <p>Students mentor a worker in consultation with classroom teachers & counselors.</p> <p>Instruction given in specific career skills & appropriate workplace behaviors.</p>	<p>Scholarships and other forms of Financial Aid for Nebraska Students (NCIS)</p>

WORK BASED LEARNING OPTION INTERVENTIONS				
OPTIONS		GRADE LEVELS SERVED	STRATEGIES/UNIQUE CHARACTERISTICS	*RESOURCES
WORK SITE APPLICATION CONTINUED	Part Time Work (Work Study)	11-16	Paid work experience. May involve high school credit. Often not a structured work site learning experience that relates work to school site learning.	
	Service Learning Projects	3-16	School and community service as a practical application to learning. Unpaid service. Interdisciplinary and across age groups. Preservice instruction/preparation, postsecondary reflection.	
	Supervised Agriculture Experiences	9-12	Required of all students in agricultural education programs.	
	Work Experience & Career Exploration Program	9-10	School-supervised work experience & career exploration. Targeted toward underachieving 14 & 15 year olds. Aimed at motivating dropout-prone youth to stay in school & become better prepared for the world of work.	

***Resources:**

Contact the following offices for more information on the resources listed in the above table.

(NDE) Career Guidance and Counseling Director or Tech Prep Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-4811 or 402-471-0948

(NCIS) Nebraska Career Information System, University of Nebraska - Lincoln, 421 Nebraska Hall, Box 880552, Lincoln, NE 68508-0552, Phone: 402-472-2570

Nebraska Workforce Development, Department of Labor, 550 So.16th Street, Box 94600, Lincoln, NE 68509-4600, Phone: 402-471-9964

U.S. Army Recruiting Company, 3801 Dodge Street, Omaha, NE 68131-3110, Phone: 402-553-5461

F. ASSESSMENT

Introduction

Student progress and performance should be measured by the degree to which students meet their learning objectives. The assessment process should document student learning, identify strengths and weaknesses and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self evaluations and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

Portfolios. Students need to document their experiences, skills and accomplishments. A student portfolio containing this information can serve as an ongoing assessment tool as well as a “living” transcript. Work based learning portfolios may include:

- Reflective journals
- Work samples
- Research projects
- Learning logs
- Activity summaries

Work Site Visitations. Evaluation of progress and review of student objectives, an important part of assessing student learning, may be accomplished through regular visits by the coordinator/instructor to the work site and conferences with the student's employer/supervisor. The following guidelines will help to make the visits more productive and valuable:

- Set up a visit in advance with the employer
- Have a systematic and organized plan—develop questions ahead of time
- Discuss the needs of the student and those of the employer
- Let employers know that they can request a confidential conference
- Arrange for the student, employer and coordinator/teacher to meet together to discuss the student's progress

Forms and Records

Paperwork and record keeping for program documentation are necessary to:

- Gather information for assessing and placing students
- Provide a basis for student grading
- Assist students with goal setting and portfolio development
- Provide information or statistics to the people and organizations involved in the program who may require it
- Document authorizations or expenditures
- Document employer participation and assist with job development
- Provide information/statistics for periodic reports required by your school

Software programs are available to make it easier to computerize these records, generate comparative data, and produce a variety of reports. Seek out software designed specifically for job placement or cooperative education. Check with district software support staff to determine which programs are compatible with your computer system.

It is important that all forms are approved by the appropriate school personnel to ensure compliance with applicable laws and regulations. The types of forms necessary will vary based on local needs.

Classroom Activities Supporting WBL Experiences

Student Self-awareness and Assessment for Placement

Successful work based learning activities require that students have the opportunity to learn about their interests and skills. It is important that the school staff assist in the development of student career awareness. Various assessment opportunities or tools can be utilized to increase student awareness. The following suggestions may help students identify career interests and connect them with employers:

- Student interest interview between the student and the school staff

- Skills and aptitude tests
- Career Information System
- Career Path Planner
- Dictionary of Occupational Titles
- Pre-vocational self-awareness activities

Developing Learning Objectives

Learning objectives are an essential part of the work based training plan and include the major concepts to be learned on the job and in the classroom. The objectives, which contain concepts to be learned and skills to be acquired (with particular emphasis on the SCANS skills) should be developed by the coordinator, student, and employer. Objectives should:

- Individualize each student's objectives based on his/her educational and/or career objectives and interests
- Outline student's tasks, duties and responsibilities
- Be specific, achievable and measurable

Creating Links to Classroom Learning

The work based learning coordinator should collaborate with classroom teachers to facilitate connections between students' work based learning experiences and their educational and career goals. The coordinator may:

- Establish a dialogue with teachers in which teachers have opportunities to discuss what they see as the connections between classroom learning and work site learning
- Develop joint activities (when appropriate) that enhance learning in both arenas

Seminars

Seminars are highly recommended for all students participating in work based learning programs. Seminars provide students with the opportunity to meet and discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and work-related learning. Seminar activities may include:

- Peer interaction and discussion of job-related concerns and problems
- Opportunities to share successful experiences from the work site
- Projects that provide students the opportunity to gather, evaluate, report information, individually and in teams
- Audio-visual media discussion, lectures or demonstrations
- Assignments that include keeping journals, preparing research papers, or developing a portfolio
- Guest speakers and panels who provide opportunities for students to question and interact with employers

Computerized Career Guidance and Assessment Tools

DISCOVER	A career information and planning system providing information about occupations nationwide.
NCIS	A career information and planning system providing information about the Nebraska occupations.
ERIS	A career information source using the <i>Dictionary of Occupational Titles</i> (DOT) from the Department of Labor as its information base.
APTICOM	A combination of assessment results on 11 aptitude sub tests, 12 interest scales and 4 levels of math and language mastery (90 minutes).

Non-Computerized Career Guidance and Assessment Tests and Inventories

◆ CASAS.....	Used to diagnose a student's learning needs
◆ CPP	Used to assist students with career planning.
◆ SRA.....	Used to determine a student's reading and math levels.
◆ GATES.....	Used to determine a student's reading and comprehension levels.
◆ COPEs	Used to assess a student's values about work.
◆ COPS	Used to determine a student's career interests.
◆ Stanford.....	Used to determine a student's reading and math levels.
◆ WorkKeys	Used to determine a student's level of workplace skills

Assessment Strategies

STRATEGIES	ADVANTAGES	DISADVANTAGES
Objective Measures Multiple choice Matching Item sets True-False	<ul style="list-style-type: none"> ◆ Reliable, easy to validate ◆ Objective, if designed effectively ◆ Low cost, efficient ◆ Automated administration ◆ Lends to equating 	<ul style="list-style-type: none"> ◆ Measures cognitive knowledge effectively ◆ Limited on other measures ◆ Not a good measure of over performance
Written Measures Essays Restricted response Written simulations Case analysis Problem-solving exercises	<ul style="list-style-type: none"> ◆ Face validity (real life) ◆ In-depth assessment ◆ Measures writing skills and higher level skills ◆ Reasonable developmental costs and time 	<ul style="list-style-type: none"> ◆ Subjective scoring ◆ Time consuming/expensive to score ◆ Limited breadth ◆ Difficult to equate ◆ Moderate reliability
Oral Measures Oral Examinations Interviews	<ul style="list-style-type: none"> ◆ Measures communications and interpersonal skills ◆ In-depth assessment with varied stimulus materials ◆ Learner involvement 	<ul style="list-style-type: none"> ◆ Costly and time consuming ◆ Limited reliability ◆ Narrow sample of content ◆ Scoring difficult, need multiple raters
Simulated Activities In-basket Computer simulations	<ul style="list-style-type: none"> ◆ Moderate reliability ◆ Performance-based measure 	<ul style="list-style-type: none"> ◆ Costly and time consuming ◆ Difficult to score/administer/develop
Portfolio and Product Analysis Work samples Projects Work diaries and logs Achievements	<ul style="list-style-type: none"> ◆ Provides information not normally available ◆ Learner involvement ◆ Face validity (real life) ◆ Easy to collect information 	<ul style="list-style-type: none"> ◆ Costly to administer ◆ Labor and paper intensive ◆ Difficult to validate or equate ◆ Biased toward best samples or outstanding qualities
Performance Measures Demonstrations Presentations Performances Production work Observation	<ul style="list-style-type: none"> ◆ Job-related ◆ Relatively easy to administer ◆ In-depth assessment ◆ Face validity 	<ul style="list-style-type: none"> ◆ Rater training required ◆ Hard to equate ◆ Subjective Scoring ◆ Time consuming if breadth is needed
Performance Records References Performance rating forms Parental rating	<ul style="list-style-type: none"> ◆ Efficient ◆ Low cost ◆ Easy to administer 	<ul style="list-style-type: none"> ◆ Low reliability ◆ Subjective ◆ Hard to equate ◆ Rater judgment
Self Evaluation	<ul style="list-style-type: none"> ◆ Learner involvement and empowerment ◆ Learner responsibility ◆ Measures dimensions not available otherwise 	<ul style="list-style-type: none"> ◆ May be biased or unrealistic

Assessment Resources

APTICOM - Vocational Research Institute, 1528 Walnut Street, Suite 1502, Philadelphia, PA 19102

CASAS - (Comprehensive Adult Student Assessment System), 8910 Clairemont Mesa Blvd., San Diego, CA 92123,
Phone: 619-292-2900 or 1-800-255-1036

COPEs - (Career Orientation Placement and Evaluation Survey), Educational & Industrial Testing Service (EdITS), PO
Box 7234, San Diego, CA 92167

COPS - Career Occupational Preference System Interest Inventory, Educational & Industrial Testing Service (EdITS),
PO Box 7234, San Diego, CA 92167

CPP - ACT Career Planning Program (CPP), American College Testing (ACT), 2201 North Dodge Street, Educational
Services Division, PO Box 168, Iowa City, IA 52243

DISCOVER - American College Testing (ACT), 2201 North Dodge Street, PO Box 168, Iowa City, IA 52243

GATES - Gates-MacGinitie Reading Tests, Riverside Publishing Co.

JIST, 720 North Park Avenue, Indianapolis, IN 46202-3490, Phone: 1-800-648-5478

NCIS - Nebraska Career Information System, 421 Nebraska Hall, PO Box 880552, University of Nebraska - Lincoln,
Lincoln, NE 68588-0552, Phone: 402-472-2570

SRA - SRA Achievement Series, Science Research Associates, Inc., 155 N. Wacker Dr., Chicago, IL 60606

Stanford Achievement Test Series - Harcourt Brace & Company, 1-800-211-8378

WorkKeys - WorkKeys Assessments, American College Testing (ACT), 2201 North Dodge Street, PO Box 168, Iowa
City, IA 52243

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- ACT Career Planning Program (CPP) Six Job Clusters*, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243
- A Guide to Work-Based Learning: Business and Industry Risk Management Plan*, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910
- Academies in Context*, CORD Communication, Vol 3, No. 4, Aug/Sept., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756
- Career Academies Presentation*, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902
- Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation*. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326
- Career Opportunity Fair 1997*, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338
- Consensus Framework for Workplace Readiness*, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001
- Designing Marketing Tools*, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994
- Developing and Implementing School-to-Work in South Carolina*, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624
- Getting to Work: A Guide for Better Schools*, MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551
- Holland's Self-Directed Search (SDS) Six Personality Types*, Psychological Assessment Resources, Inc., PO Box 998, Odessa, FL 33556
- Nebraska Innovative School-to-Work Strategies 1997*, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948
- Opening Minds, Opening Doors: The Rebirth of American Education*, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756
- Oregon Work Based Learning Manual*, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168
- The School-to-Work Glossary of Terms*, National School-to-Work Office, Washington, DC, July 1996
- Teacher Externship Guide: Step-by-Step Procedures for Designing Externships*, Boston Public Schools, 26 Court Street, Boston, MA 02108
- Workplace Learning Strategies Manual*, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613